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Mathematics: Appointment, Promotion, and Tenure Documentation

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SUNY College at Brockport
Department of Mathematics
May 6, 2005

APPOINTMENT, PROMOTION, AND TENURE COMMITTEE PROCESSES

The Mission Statement of SUNY Brockport asserts that the College “has the success of its students as its highest priority” and that the College “is committed to advancing scholarship, creative endeavors, and service to the College community and the greater society by supporting the activities of an outstanding faculty and staff.” The faculty of the Department of Mathematics continues to support this College mission. We recognize the importance of this mission in the following Department of Mathematics guidelines for its APT Committee and its recommendations for renewal, promotion, continuing appointment, and continued growth of its faculty. Ongoing strength in the three areas of teaching, scholarship, and service is important to maintaining vibrant faculty who are capable of making ongoing contributions to the College and the profession, and that there is no single model for success as a Mathematics faculty member.

Composition of the APT Committee

The composition of the APT Committee of the Department of Mathematics is in accord with College guidelines. The Department views willingness to serve on this Committee a responsibility for all eligible faculty. When the Department was larger, the Committee consisted of at least five members. Given the current size of our faculty and small number of tenured faculty, the minimum size is reduced to three members. When the number of full-time faculty in the Department of Mathematics reaches fifteen, the size of the APT Committee will again be five. Each member must be approved by a majority of the full-time faculty in the Department. The two individuals receiving the largest proportion of favorable votes are elected for a two-year term and are expected to fulfill that commitment. The remaining members serve a one-year term. The objective is to ensure a level of consistency from one year to the next.

Personnel decisions

Renewal, promotion, and tenure: Applicants for personnel decisions must provide copies of annual reports (including Chair evaluation and signature pages) covering the appropriate years as well as all appropriate documentation (such as a teaching portfolio and copies of publications). A letter of application from the candidate, addressed to the President of the College and summarizing the highlights of the candidate’s contributions in no more than two pages, must also be included. The APT Committee will review all documentation provided, and may ask for additional materials. A favorable personnel recommendation from the APT Committee requires a majority vote by the members of the APT Committee. The faculty of the Department independently vote on the recommendation of the APT Committee. See Appendix 1 for a description of the voting procedures. The APT recommendation and the results of the department faculty vote will be forwarded to the Chair.

Discretionary Salary Increase awards: Faculty may nominate themselves or be nominated by the APT Committee. Anyone being considered should submit to the APT Committee a copy of the Annual Report for the year being considered, together with supporting documentation.

DEPARTMENT OF MATHEMATICS GUIDELINES FOR RENEWAL, TENURE, AND PROMOTION

Personnel decisions will be made based on the faculty member's contributions in the areas of teaching, scholarship, and service. Although it is expected that there will be considerable variation in the extent of contributions in these three areas, the Department of Mathematics attaches the following approximate weights to the three categories: 60% teaching, 25% scholarship, and 15% service.

The applicant will be recommended for renewal if there is strong evidence of continuous progress in teaching, scholarship, and service appropriate to the applicant's years of credited service and rank.

I. For First Renewal of an Assistant Professor with No Prior Service Credit (generally during the second year)

A. Teaching: The candidate must demonstrate competency in teaching with a commitment to ongoing improvement. Documentation includes a teaching portfolio that contains a statement of teaching philosophy and focus, course materials student evaluation data, student outcomes and accomplishments, teaching-related activities beyond the classroom, and peer evaluation. Evaluation of teaching will be carried out by considering appropriate areas, as listed in Appendix 2. The peer evaluation will be conducted by a department faculty committee, which will:

1. observe class sessions on several occasions, including, if possible, courses at different levels;
2. examine course-related materials: course syllabi and first-day handouts, class handout material, exams, quizzes (including graded examples of the A, C, and E levels), grade distributions, and student evaluations.
3. seek essay-style written input from current and, if possible, past students, and determine if students have been successful in follow-up courses;
4. evaluate effectiveness of both teaching and advisement/mentoring, and
5. write a summary report.

B. Scholarship: The candidate must have demonstrated progress in a research agenda, as indicated by such things as books or papers published or submitted for publication in reputable journals, presentations at conferences, and research grant proposals funded or submitted.

C. Service: The candidate must have a record of active service on at least one department committee and initiated service to students in the form of such things as advisement, mentorship, and work with student groups.

II. For Second Renewal of an Assistant Professor (generally during the fifth year)

A. Teaching: The candidate must demonstrate continued competency and further growth in this area. A portfolio of activities, as described in Section I.A above, that expands on those submitted for first renewal is required.

B. Scholarship: The candidate must have a record of continuing scholarship. There must be the equivalent of at least two refereed publications (in print or accepted for publication in reputable journals) since appointment at the College. Consideration will also be given to activities such as awards, fellowships, grants, conference attendance, invited lectures, workshop participation, and communication with scholarly peers.

C. Service: The candidate must have a record of active service on standing committees of the Department; participation in College-wide activities for which departmental representation is required; initiation of involvement in College, community, and/or regional professional services.

III. Promotion to the Rank of Associate Professor and Tenure

A. Teaching: The candidate must have demonstrated mastery of teaching, evidenced in a comprehensive teaching portfolio which includes statement of teaching philosophy and focus, student evaluation data, student outcomes and accomplishments, improvement of teaching, teaching-related activities beyond the classroom, and peer evaluation. Teaching evaluation will be carried out by considering appropriate areas, as listed in Appendix 2. The peer evaluation will be conducted by a department faculty committee, which will:

1. observe class sessions on several occasions, including, if possible, courses at different levels.
2. examine course-related materials: course syllabi and first-day handouts, class handout material, exams and quizzes (including graded examples of the A, C, and E levels), grade distributions, and student evaluations;
3. seek essay-style written input from current and, if possible, past students, and determine if students have been successful in follow-up courses;
4. evaluate effectiveness of both teaching and advisement/mentoring, and write a summary report.

B. Scholarship: The candidate's record of scholarship, including any publications prior to appointment at the College, will be considered. This record must include a minimum of the equivalent of four peer-reviewed publications in print or accepted in reputable journals. At least two of these must be published while at SUNY Brockport, and must reflect work carried out since appointment at Brockport that extends beyond the level of scholarly activity resulting from the doctoral dissertation. Evaluation of these products will include a consideration of such factors as extent of material and reputation of journal

or publisher. Although not considered toward meeting minimal expectations, activities such as awards, fellowships, grants, conference attendance, invited lectures, reviewing and refereeing of manuscripts, workshop participation, and communication with scholarly peers will also be considered as contributing towards overall performance in the category of scholarship.

C. Service: The candidate must have a record of activities that display productivity, initiative, and leadership. This record can be demonstrated by the following:

1. leadership on departmental committees by chairing standing committees or coordinating service activities;
2. representation of the Department in activities at the College level and service on College-wide committees;
3. continuing activity in regional or national professional organizations.

IV. Promotion to the Rank of Professor

A. Teaching: The candidate must have demonstrated leadership in teaching and excellence in teaching effectiveness evidenced in a comprehensive teaching portfolio which includes statement of teaching philosophy and focus, student evaluation data, student outcomes and accomplishments, efforts made to improve teaching, teaching-related activities beyond the classroom, and peer evaluation. Teaching evaluation will be carried out by considering appropriate areas, as listed in Appendix 2. The peer evaluation will be conducted by a faculty committee of the Department, which will:

1. observe class sessions on several occasions, including, if possible, courses at different levels;
2. examine course-related materials: course syllabi and first-day handouts, class handout material, exams and quizzes (including graded examples at the A, C, and E levels), grade distributions, and student evaluations;
3. seek essay-style written input from current and, if possible, past students, and determine if students have been successful in follow-up courses;
4. examine any new courses proposed and any new or revised courses taught, and examine the person's role in any revision of the mathematics curriculum;
5. examine the review made at the time of promotion to Associate Professor and note the extent of any changes made during the period between the review for promotion to Associate Professor and the review for promotion to Professor;
6. evaluate effectiveness and quality of both teaching and advisement/mentoring, and write a summary report.

B. Scholarship: The candidate must have a record of ongoing scholarship (since appointment at the College) that extends beyond the level of scholarly activity required for promotion to the rank of Associate Professor. Typically this would consist of:

1. the equivalent of three to five peer-reviewed publications (dependent on various factors, such as extent of material and reputation of journal or publisher) in print or accepted, since appointment at the rank of Associate Professor. These publications should contain results that demonstrate extensive scholarship and are of significance in the discipline, as shown by reviews, comments, or citations in the work of others.

2. activities such as awards, fellowships, grants, conference attendance, invited lectures, reviewing and refereeing of manuscripts, workshop participation, and communication with scholarly peers.

C. Service: The candidate must have an extensive record of activities that display productivity, initiative, and leadership. This record can be demonstrated by the following:

1. leadership on department committees by chairing standing committees or coordinating service activities;
2. effectiveness of service as a departmental representative at the College level and excellence of contributions outside the Department;
3. sustained productivity and excellence of service to College-wide committees and activities;
4. significant contributions to regional or national organizations related to the College, the Department, or the profession.

V. Activities for a Faculty Member on Continuing Appointment

The Department of Mathematics strongly supports the mission of the College that it is committed both to having “the success of its students as its highest priority” and to “advancing scholarship, creative endeavors, and service to the College community and the greater society by supporting the activities of an outstanding faculty and staff.” We recognize the importance of continuing strength in the areas of teaching, scholarship, and service as necessary parts of helping to ensure student success.

Pre-tenured faculty members automatically receive a nine-hour teaching load each semester, to help ensure that they have ample opportunity to build a productive record of scholarship (as outlined in the earlier sections of this document on renewal and promotion) and continue to mature as successful teaching faculty until a tenure decision is made.

Once tenure has been achieved, the faculty member’s primary activity continues to be in the area of teaching. It is expected that the faculty member will continue to be a successful, productive teacher. The teaching activities can take many forms --- development of new courses and course sequences, revision of course syllabi, and experimentation with new teaching techniques.

It is also expected that the tenured faculty member will continue to maintain an active record of scholarship that requires an in-depth knowledge of mathematics in various forms. At a comprehensive college such as SUNY Brockport, these activities can be of many forms that are relevant to the broad discipline of Mathematics and its applications, including mathematics education. It is expected that they include some that result in peer-reviewed publications, with an ongoing average of two within a five-year period. Appropriate activities in this area include work as author of articles and books and other print or electronic materials. In addition, other scholarly activities to be considered by the APT Committee and the Department Chair include awards, fellowships, grants, attendance and presentations at conferences, invited lectures, editing, reviewing and

refereeing of manuscripts, workshop participation, communication with scholarly peers, together with any other activities deemed appropriate by the APT Committee or the Department Chair. Faculty who fail to meet this expectation will generally be assigned an additional course. The determination of whether this expectation is being met will be made through periodic consultation with the APT Committee, the Chair, and the Dean.

It is also expected that once tenure has been achieved, faculty will continue to maintain an active record of service activities. These service activities can also take many forms, and include work at many levels and with many constituencies. These activities can include chairing major committees or directing significant projects in the Mathematics Department, extensive service and leadership on college-wide committees and task forces, and service to the profession of mathematics through several national organizations.

APPENDIX 1

VOTING PROCEDURES FOR DEPARTMENT ACADEMIC PERSONNEL DECISIONS (CONTINUING APPOINTMENT, PROMOTION, REAPPOINTMENT, SABBATICAL LEAVE)

“Faculty” means full-time faculty who are tenured or on a tenure-track line in the Department of Mathematics.

“Eligible faculty” means faculty, excluding the candidate being considered

Voting rights and procedures: All faculty will be informed of the APT Committee’s personnel recommendation. Eligible faculty members will have the opportunity to review the candidate’s documents in advance of voting. Any faculty member can ask that the Chair call a Department meeting so that eligible faculty can discuss the candidate prior to a faculty vote. Only eligible faculty can participate in a Department discussion and vote on academic personnel decisions involving continuing appointment, promotion, reappointment, and sabbatical leave of the candidate.

The voting period shall consist of 72-96 hours, with the specific timeframe for each election set by the APT Committee. The APT Committee and the Department secretary shall prepare a paper ballot with a proposal stated in the affirmative (such as “recommend Dr. X for renewal”). Each eligible voter, other than those voting in absentia, will be given a paper ballot to be marked and placed in envelope A (with no marks on this envelope identifying the voter); envelope A will be placed in envelope B, which will be sealed, signed, and returned to the Department secretary. The Department secretary with at least one other person shall tally the votes. An eligible faculty member not on campus during the entire voting period can cast a vote in absentia in all academic personnel votes. An absentee vote can be cast on a paper ballot or via the internet (with the vote sent to the Department secretary), or by telephone to the Department secretary. Votes in absentia must be received in the Mathematics Department office by the deadline for voting.

The Department vote registers the faculty's agreement with recommendations made by the APT Committee. The results of the Department vote will be announced to all full-time, tenured and tenure-track, faculty members of the Department. The form of the announced vote will be: statement of proposal, number of votes in favor of the proposal, number of votes against, number of eligible faculty abstaining, number of eligible faculty not voting. This report will be forwarded to the Chair for inclusion with the candidate's package.

"Positive (or favorable) vote" means that a majority of all eligible faculty cast their ballots in favor of the presented proposal; that is, the number of votes in favor of the presented proposal is at least $\text{floor}(n/2) + 1$, where n is the number of eligible faculty.

APPENDIX 2

AREAS OF CONSIDERATION FOR TEACHING EVALUATION

1. Instructor's expertise in subject matter area and ability to apply this expertise effectively both in and outside the classroom.
2. Effectiveness of materials used in courses.
3. Appropriateness of material covered to level of course and consistency of the material with official course registration outline.
4. Clarity of goals and objectives and appropriateness for the level of the course.
5. Clarity of student requirements; consistency between grading policies and learning expectation.
6. Relevance of exams, quizzes, homework assignments, and projects to course objectives and level of expectation; extent to which these promote student learning and gauge student progress.
7. Student perception of relevance of instructor's expectation to course requirements and fairness of evaluation of students work.
8. Student perception of amount learned and instructor's overall contribution.
9. Instructor's awareness of and concern for individual students progress.
10. Instructor's level of enthusiasm for the course and students.
11. Instructor's ability to foster an academic environment that encourages students to think analytically and become creative.
12. Instructor's ability to instill in students the desire to continue learning and to give appropriate direction.
13. Effectiveness of innovative teaching strategies that enhance students learning environment.
14. Availability of instructor to assist students outside of class.
15. Evidence of effort to continue to improve teaching.
16. Evidence of continuing effort to upgrade content and materials of courses taught.
17. Contributions to curricular development through new courses or revision of existing courses.
18. Effectiveness of and commitment to advisement/mentoring of students.
19. Evidence of instructor's effort in expanding repertoire of courses to teach.

20. Instructor's effort to enhance overall academic environment in the Department or the College.